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BULLETIN, 1921, No. 28

MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

SEPTEMBER, 1921

WASHINGTON
GOVERNMENT PRINTING OFFICE
1921

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teacher training—Teachers' salaries and professional status—Higher education—School administration—School management—School buildings and grounds—School hygiene and sanitation—Sex hygiene—Physical training—Play and recreation—Social aspects of education—Child welfare—Religious and church education—Manual and vocational training—Vocational guidance—Home economics—Commercial education—Legal education—Medical education—Civic education—Americanization—Education of service men—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

During July and August the record was not published. The present number accordingly follows in immediate sequence that for May–June, 1921.

EDUCATIONAL HISTORY AND BIOGRAPHY.

986. **Burnham, William H.** Horace Mann. School and society, 14:109–15, September 3, 1921.

987. **Finegan, Thomas E.** Free schools; a documentary history of the free school movement in New York state. Albany, The University of the state of New York, 1921. 682 p. plates. 8°. (Vol. I of the fifteenth annual report of the State education department.)

Not a systematic history of the development of public education in New York state, but a collection of valuable source material on the subject which is here made accessible to readers and students.

988. **Finegan, Thomas E.** The township system. A documentary history of the endeavor to establish a township school system in the state of New York from the early periods through the repeal of the township law in 1918. Albany, The University of the state of New York, 1921. 1693 p. plates, tables. 8°. (Vol. I of the fourteenth annual report of the State education department.)

989. **Fitsgerald, Virginia.** A Southern college boy eighty years ago. South Atlantic quarterly, 20:236–46, July 1921.

Student life at Randolph-Macon college, Virginia, early in the last century.

990. **Indiana university.** Indiana university, 1820–1920. Centennial memorial volume. Bloomington, Ind., Indiana university, 1921. 345 p. 8°. (Indiana university bulletin. vol. xix, no. 2, February 1921)

Contains: 1. D. D. Banta: History of Indiana university, p. 9–113. 2. J. G. Schurman: The American university—today and tomorrow, p. 117–40. 3. A. S. Warthin: The university medical school and the state, p. 157–62. 4. E. P. Lyon: Graduate medical education—experience with the Minnesota plan, p. 163–77. 5. S. M. Ralston: The Thomas Jefferson theory of education, p. 179–91. 6. Evans Woollen: The state university and its service to business, p. 193–201. 7. E. A. Birge: The state university at the opening of the twentieth century, p. 203–22. 8. Paul Shorey: The functions of the state university, p. 223–41. 9. J. R. Angell: The obligation of the state toward scientific research, p. 243–56. 10. Roscoe Pound: The future of legal education, p. 257–72. 11. R. A. Millikan: A present need in American professional education, p. 273–79. 12. Sir R. A. Falconer: The spiritual idea of the university, p. 293–304.

991. **Slosson, Edwin E.** The American spirit in education; a chronicle of great teachers. New Haven, Yale university press [etc.] 1921. x, 309 p. plates. 8°. (The chronicles of America series, vol. 33)

CONTENTS.—1. School days in early New England.—2. Schools in New Netherland.—3. Schools of the middle and southern colonies.—4. The colonial college.—5. Franklin and practical education.—6. Jefferson and state education.—7. Washington and national education.—8. Schools of the young republic.—9. Horace Mann and the American school.—10. De Witt Clinton and the free school.—11. The westward movement.—12. The rise of the state university.—13. Catholic education in America.—14. The rise of technical education.—15. The Morrill act and what came of it.—16. Women knocking at the college door.—17. The new education.—18. The university of today.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

992. **Bonner, H. R.** Waste in education. American school board journal, 63:33–35, 124, July 1921.

Discusses irregular attendance, repetition of school work, and withdrawal from school.

993. **Capen, Samuel Paul.** The government and education. Educational review, 62:127–33, September 1921.

Dr. Capen here says that the creative interests of the nation—industrial production, scientific inquiry, social welfare, and education—should be clearly identified from the defensive and conservative interests, which are fundamentally different. The creative interests flourish when supplied with knowledge, intellectual guidance, leadership, and languish when subjected to control or coercion.

994. **Furst, Clyde.** The educational utility of the great foundations. Educational review, 62:98–106, September 1921.

The writer concludes that "the adequate resources, able guidance, and skilled workers of the foundations make possible a freedom and independence, a comprehensiveness and continuity, not otherwise attainable, and that these characteristics not only meet real public needs, but also encourage and aid other efforts for the public welfare."

995. **Georgia illiteracy commission.** Report . . . to the General assembly of the state of Georgia for the year ending December 31, 1920. [Atlanta, Ga., 1921] 17 p. illus. 8°.

With this is bound: Lessons in reading, writing, arithmetic, for special school work in Georgia; prepared by M. L. Brittain. Atlanta, Ga., 1920. 24 p.

996. **Miller, Paul G.** Education in Porto Rico: problems and progress. American review of reviews, 64:301–10, September 1921.

In this article, the commissioner of education of Porto Rico gives a comprehensive account of current educational conditions in the island.

997. **Rolfe, Alfred G.** What do boys know? Atlantic monthly, 128:59–61, July 1921.

Discusses the results of information tests given to boys in a large preparatory school.

998. **Tigert, John J.** Eradication of illiteracy. School life, 7:1–2, 12, September 1921.

An address delivered before the Illiteracy section of the National education association, Des Moines, July 1921.

999. **Vincent, George E.** The Rockefeller foundation. A review for 1920; the program for 1921. New York, 1921. 47p. illus. 8°.

1000. **Yanes, Francis J.** Education section of the Pan American union. Bulletin of the Pan American union, 53:281–84, September 1921.

The education section of the Pan American union promotes the exchange of students and professors between Latin-American countries and the United States and fosters other educational relations with these countries.

FOREIGN COUNTRIES.

1001. **Champenois, Julien J.** University reform in France. Educational review, 62:107–15, September 1921.

1002. **Fleming, Daniel Johnson.** Schools with a message in India. London, New York [etc.] Humphrey Milford, Oxford university press, 1921. 209p. plates. 12°.

A contribution to the first-hand information available on the problems of popular education in India. The author, Prof. Fleming, of the department of foreign service of Union theological seminary, New York, was American representative on the commission on village education in India, which was sent abroad by the combined missionary societies of Great Britain and North America during the year ending June, 1920.

1003. **Koritchoner, Ida.** Forces in German education. Survey, 46:596–97, August 16, 1921.

Constructive reforms in German education discussed. Pedagogical experiments analyzed.

1004. **Leclère, Léon.** L'enseignement supérieur en Belgique (1919–1921). Revue internationale de l'enseignement, 41:237–43, July-August 1921.

1005. **Ling, Ping.** The present educational conditions in China. Pedagogical seminary, 28:116–38, June 1921.

Writer says that modern education in China is still in its infancy, as the problem of providing educational facilities for a population of 400,000,000 is so immense and complicated.

1006. **Mackenzie, A. H.** State examinations in Scottish schools. Calcutta, Superintendent government printing, 1921. 3 p. l., 45 p. 8°. (Bureau of education, India. Pamphlet no. 9.)

1007. **Montgomery, James A.** Jerusalem as an educational center. Menorah journal, 7:103–7, June 1921.

1008. **Orb, William.** A recent departure in education in Germany. School life, 6:1–2, May 15, 1921.

People's high schools have been established to develop the habit of independent thought—to teach how to think and to give the material for thought.

1009. **Roques, P.** La réforme scolaire en Allemagne. Revue universitaire, 30: 101–14, July 1921.

1010. **Roudière, Louise.** Quelques réflexions au sujet de l'enseignement du français. Revue pédagogique, 79:11–24, July 1921.

1011. **Sokolov, Boris.** The tragedy of child life under bolshevism. Current history, 14:664–67, July 1921.

Educational and social condition of children under the Bolshevist régime.

1012. **Špišek, Ferd.** L'enseignement tchéco-slovaque: son passé et son avenir.—I. Revue internationale de l'enseignement, 41:225–36, July-August 1921.
To be continued.

1013. **Stepanek, B.** The spirit of Jan Amos Comenius in the education of the Czechoslovak Republic. School and society, 13:651–54, June 11, 1921.
The identity of ideals of America and the Czechoslovak Republic in the sphere of education is a guarantee that the bonds of friendship which unite the two countries will be increasingly strengthened.

1014. **Zentralinstitut für erziehung und unterricht, Berlin.** Die deutsche schulreform; ein handbuch für die reichsschulkonferenz. Leipzig, Quelle & Meyer [1920] xii, 251, 68p. 8°.
Outlines the topics to be discussed at the German educational conference (reichsschulkonferenz) of 1920.

1015. ——— Die reichsschulkonferenz in ihren ergebnissen. Leipzig, Quelle & Meyer [1920] 226p. 8°.
Sketches concisely the main results of the German educational conference (reichsschulkonferenz) held June 11-19, 1920, to consider measures of reform for the German schools.

EDUCATIONAL THEORY AND PRACTICE.

1016. **Kilpatrick, William H.** The meaning of method. Journal of educational method, 1:14–19, September 1921.

1017. **Miller, Dickinson S.** The Antioch idea. Nation, 113:263, September 7, 1921.
An appreciation of the new plan of education inaugurated at Antioch college, Yellow Springs, Ohio, by President Arthur E. Morgan.

1018. **Sharp, Dallas Lore.** Education for authority. Atlantic monthly, 128:13–21, July 1921.
Writer says that "education for authority must both precede and continue with conventional education; equal place made for chores, great books, simple people, and the out-of-doors, with that which is made for texts, and recitations, and schoolroom drill."

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1019. **Baldwin, Bird T.** The physical growth of children from birth to maturity. Iowa City, The University, 1921. 411 p. illus., charts, tables. 8°. (University of Iowa. Studies in child welfare, vol. 1, no. 1. June 1, 1921.)
Annotated bibliography: p. 320–402.
Presents data and results applicable to the formulation of standard norms in physical growth of children, with a view to establishing a basic science for allied investigations in mental, educational, social, and moral development and clinical studies in nutrition.

1020. **Freeland, George E.** A year's study of the daily learning of six children. Pedagogical seminary, 28:97–115, June 1921.
In the plan of study for this test typewriting was chosen; the touch system, with the keyboard entirely hidden from sight was adhered to.

1021. **Munson, Edward L.** The management of men; a handbook on the systematic development of morale and the control of human behavior. New York, H. Holt and company, 1921. xiii, 801 p. diagrs. 8°.
Gives the results of the experience of the chief of the Morale branch of the general staff of the United States army. While the book is written from the military standpoint, perhaps industrial morale will be the greatest field of usefulness of the principles brought out.

1022. **Packer, Paul C.** *and* **Moehlman, Arthur B.** A preliminary study of standards of growth in the Detroit public schools; with an introduction by Stuart A. Courtis. Detroit, Mich., Board of education, 1921. 46 p. diagrs., tables. 8°. (Detroit educational bulletin. Research bulletin, no. 5. June 1921.)

1023. **Tomkins, Ernest.** Stammering studies. Pedagogical seminary, 28:161–70, June 1921.
A discussion of J. M. Fletcher's "An experimental study of stuttering," published in the American journal of psychology, April, 1914, v. 25, which the writer says excels any contribution on the subject of stammering either in this country or abroad.

EDUCATIONAL TESTS AND MEASUREMENTS.

1024. **California. University. Department of education.** Measuring classroom products in Berkeley. Sections 1 and 2. Directed by Cyrus D. Mead. Berkeley, University of California press, 1921. 108 p. tables, diagrs. 8°. (University of California. Department of education. Bureau of research in education. Study no. 1, May 1, 1921)

Scientific studies of results in the Berkeley, Calif., schools in writing, spelling, reading, arithmetic, English composition, and geography.

1025. **Colvin, Stephen S.** The use of intelligence tests. Educational review, 62:134–48, September 1921.

Continues the account of Dr. Colvin's investigations with intelligence tests at Brown university, begun in the Educational review for May, 1920. Both articles show the results from the Colvin tests in comparison with the Thorndike and Army tests.

1026. **Cummins, Robert A.** Educational measuring sticks and their uses. American school board journal, 63:33–35, August 1921.

1027. **Estabrook, Arthur H.** The biological bearing of army mental tests. Social hygiene, 7:279–84, July 1921.

1028. **Haggerty, M. E.** Haggerty reading examination. Manual of directions for sigma 1 and sigma 3. Yonkers-on-Hudson, N. Y., World book company, 1921. 48 p. 12°.

1029. **Kelley, Truman L.** *and* **Terman, Lewis M.** Dr. Ruml's criticism of mental test methods. Journal of philosophy, 18:459–65, August 18, 1921.

An answer to a criticism by Dr. B. Ruml, in the Journal, vol. 17, p. 57–61. Dr. Ruml characterized the results of mental tests as "astonishingly meagre in theoretical value."

1030. **Madsen, I. N.** Educational research and statistics; interpreting achievement in school in terms of intelligence. School and society, 14:59–60, July 30, 1921.

Shows three important sources of error in interpreting the results of teaching in a given class in terms of educational tests alone.

1031. **Thomson, Godfrey H.** A rating scale for teaching ability in students. Journal of experimental pedagogy (London) 6:76–82, June 1921.

Discusses the value of the American army rating scale and its applicability to English collegiate conditions.

1032. **Yerkes, Robert M.,** *ed.* Psychological examining in the United States army. Washington, Government printing office, 1921. vi, 890 p. plates, charts, tables. 4°. (Memoirs of the National academy of sciences, vol. XV.

This official report of the Division of psychology of the Office of the Surgeon general, U. S. army, gives a complete account of the history, methods, and results of psychological examining in the army.

SPECIAL METHODS OF INSTRUCTION.

VISUAL INSTRUCTION.

1033. **Eastman, Dolph.** The public school as the neighborhood movie theater. Educational film magazine, 5:8–9, 22, 24, June 1921.

As the screen gradually becomes the people's teacher, the public school and not the church should be the movie unit of the community.

1034. **Perkins, F. W.** The United States Agriculture Department movie work. Educational film magzine, 6:3, 5, August 1921.

Resumé of its many film activities. More than 130 subjects and 600 prints are in active circulation, which are being distributed to schools, colleges, churches, and other nontheatrical institutions.

1035. **Sawarkar, D. S.** Visual instruction in Baroda. Calcutta, Superintendent government printing, 1920. 2 p. l., 3p. 8°. (Bureau of education, India. Pamphlet no. 10.)

1036. **Vaughan, William J.** Combined churches give community movie shows. Educational film magazine, 6:9, August 1921.

Methodist and Presbyterian members get together in a village of 1,300 (New Providence, N. J.) and organize a community service organization.

OTHER METHODS.

1037. Every child his own educator. "Teacher's world" interview with the originator of the Dalton laboratory plan. Teacher's world (London) 25:569, 571, July 6, 1921.

This article presents a portrait of Miss Helen Parkhurst; also an interview with her as originator of the Dalton plan.

1038. **Knappen, Theodore M.** Mastering the arts of life, as exemplified in a new school. Atlantic monthly, 128:87–96, July 1921.

Describes the work of the Moraine Park school at Dayton, Ohio.

1039. **Parkhurst, Helen.** The Dalton plan. Times (London) Educational supplement, 11:297–98, 315–16, 321–22, 333–34, 347, 357–58, July 2, 9, 16, 23, 30, August 6, 1921.

The Dalton-laboratory plan described in this series of six articles is a scheme of educational reorganization applicable to the school work of pupils from 8 to 17 years of age in the lower and secondary schools. The plan was first tried as an experiment in an ungraded school for crippled children; later it was tried successfully in secondary day schools. The name Dalton is that of the American city where the plan was first attempted as an experiment in a public secondary school.

SPECIAL SUBJECTS OF CURRICULUM.

SPELLING.

1040. **Weseen, Maurice H.** Can spelling be taught? American education, 24: 444–49, June 1921.

The conclusion of the article is that it would be presumptuous to claim that spelling can be taught, but it is certain it can be learned.

ENGLISH AND COMPOSITION.

1041. **Hopkins, Edwin M.** Should English teachers teach? Education, 42:12–18, September 1921.

Discusses the overloading of English teachers with work not properly belonging to their department.

1042. **Hosic, James F.** An experiment in cooperation. I—Launching the project. Journal of educational method, 1:20–23, September 1921.

First article of a series, describing an experiment in English teaching in selected public schools of Chicago.

1043. **Tomkinson, W. S.** The teaching of English; a new approach. Oxford, Clarendon press, 1921. 229p. 12°.

ANCIENT CLASSICS.

1044. **Coolidge, Calvin.** The classics for America. School life, 7:1, 15–16, September 1921.

An address delivered before the American classical league, at Philadelphia, July 7, 1921.

1045. **Houston, Percy Hazen.** The humanist and progress. North American review, 214:401–9, September 1921.

As a moralist and critic, the humanist strives to create a large body of clear-thinking men, who in turn may exert an even larger influence upon the current of events. That end he perceives can best be brought nearer through the medium of a rightly directed system of education, wherein the humanities may find again a central place.

1046. **Showerman, Grant.** Science and humanism. School and society, 14: 85–87, August 20, 1921.

MODERN LANGUAGES.

1047. **Palmer, Harold E.** The principles of language-study. Yonkers-on-Hudson, N. Y., World book company, 1921. 186 p. 12°.

Discusses the methods by which a foreign language may successfully be acquired, and tells for what ends our spontaneous and our studial capacities should be employed in this connection.

MATHEMATICS.

1048. **Kellogg, O. D.** A decade of American mathematics. Science, n. s. 53:541–48, June 17, 1921.

A sketch of the progress of mathematics in this country during the decade.

SCIENCE.

1049. **Lovelace, B. F.** Some present aspects of chemistry in the United States. Science, n. s. 54:139–46, August 19, 1921.

Emphasizes the demand for chemists for the industries, and the necessity of educating men for this work in the universities.

1050. **Wenrich, D. H.** The courses in general zoology: methods of teaching. Science, n. s. 54:120–23, August 12, 1921.

Various methods of teaching described. Emphasizes objective studies handled in the form of problems based upon the inductive method. Work in University of Pennsylvania cited.

GEOGRAPHY.

1051. **Selwood, E. H.** The first area in local geography. Journal of experimental pedagogy (London) 6:89–99, June 1921.

Methods of teaching geography in schools of Birmingham, England.

1052. **Visher, Stephen S.** Aids to teaching climate. Geographical teacher (London) 11:45–51, Summer, 1921.

HISTORY.

1053. **Prescott, Della R.** A day in a colonial home, ed. by John Cotton Dana. Boston, Marshall Jones company, 1921. xiv, 70p. plates, illus. 12°.

A story of colonial life as illustrated by a colonial kitchen established in the Newark, N. J., Museum for the instruction of school children and others. Directions are given for building a similar kitchen in school, library, or museum.

1054. **Wells, H. G.** History for everybody: a postscript to "The Outline of history." Yale review, 10:673–704, July 1921.

Also in Fortnightly review, 108:887–910, June 1921.

Mr. Wells here vigorously defends his Outline against criticisms coming from various quarters. Regarding the study of general history as a necessary part of any properly conceived education, he urges its introduction into the schools and the preparation of a textbook in the subject adapted to school use.

Ginn and company, of Boston, Mass., have just undertaken to meet this need by publishing a new text, "A General history of Europe," by J. H. Robinson and J. H. Breasted, which aims to present an ordered, general account of man's career on earth in one volume without sacrificing historical unity.

MUSIC.

1055 **Beattie, J. W.** The music supervisor and the public. School music, 22:17, 20–25, May 1921.

It is by convincing himself of the value of music and then demonstrating to the public his beliefs that the music supervisor will be accorded the prominence due him.

1056. **Jaques-Dalcroze, Emile.** Rhythm, music and education; tr. from the French by Harold F. Rubinstein. New York and London, G. P. Putnam's sons, 1921. xvii, 334p. musical sup., 16p. front. (port.) plates. 8°.

Contains a series of papers written by Jaques-Dalcroze at various periods from 1898 to 1919, illustrating the development of his views on eurhythmics, with author's preface for this edition.

1057. **Wilson-Dorrett, Olive B.** Language of music interpreted from the child's viewpoint. Yonkers-on-Hudson, N. Y., World book company, 1921. xxi, 296p. music. 12°. (Play school series, ed. by C. W. Hetherington.)

Shows how to teach the written musical language to children by means of colors and by the use of the play impulse in games, etc.

KINDERGARTEN AND PRIMARY SCHOOL.

1058. Cooper, Nellie. How to teach the primary grades. Chicago, A. Flanagan company, 1920. 304p. 12°.

1059. Gesell, Arnold. Kindergarten control of school entrance. Kindergarten primary magazine, 33:295–98, June 1921.
Given before the International kindergarten union at Detroit, Mich., May, 1921.

1060. Rasmussen, Vilhelm. Child psychology. London, Copenhagen [etc.] Gyldendal [1920] 3v. 12°.
CONTENTS.—I. Development in the first four years.—II. The kindergarten child; its conception of life and its mental powers.—III. The kindergarten child: thought, imagination and feeling; will and morale.
"Literature": v. 1, p. 165–66; v. 2, p. 137–39.
Translated from the Danish by David Pritchard.

1061. Sies, A. C. The significance of movement, interest, and discipline in childhood education. Kindergarten and first grade, 6:221–25, June 1921.
Study of the motor acts of children.

RURAL EDUCATION.

1062. Bacon, George W. The country school—then and now. Survey, 46:585–90, August 16, 1921.
Discusses the financing of the public schools; renaissance of the country school; teachers' salaries, etc. A retrospect of conditions, and a study of conditions to-day in rural schools.

1063. Fogarty, W. S. The effectual "stirring up" of a county to consolidate its rural schools. American city, 25:201–4, September 1921.
By the superintendent of Preble county schools, Eaton, Ohio, telling how consolidation has improved the rural schools in his county.

1064. Reavis, George H. Factors controlling attendance in rural schools. New York City, Teachers College, Columbia university, 1920. 69 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 108)

1065. Sargent, C. G. Consolidated schools of the mountains, valleys and plains of Colorado. Fort Collins, Colo., Colorado agricultural college, 1921. 60p. illus. 8°. (Colorado agricultural college bulletin. series xxi, no. 5, June 1921)

SECONDARY EDUCATION.

1066. Cleveland. Board of education. Give yourself a fair start. Go to high school—what it is; why it pays. Cleveland, Ohio, Board of education, 1921. 48p. illus. 8°.

1067. Rorem, S. O. Have we done it? Junior high clearing house (Sioux City, Iowa) 1:3–13, March-April 1921.
A review of what has been learned about junior high schools.

1068. Stout, John Elbert. The development of high-school curricula in the north central states from 1860 to 1918. Chicago, Ill., The University of Chicago [1921] xi, 322p. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, vol. iii, no. 3, whole no. 15)
Bibliography: p. 292–316.

TEACHER TRAINING.

1069. Bane, Charles L. The Wesleyan plan of observation and student-teaching. Training school quarterly, 8:338–41, July–September 1921.
Describes the method of conducting directed observation and supervised student-teaching in the demonstration school of Ohio Wesleyan university, Delaware, Ohio.

1070. **Cameron, R. G.** An experiment in practice teaching in rural schools. Schooling (Teachers' college, Sydney, N. S. W.) 4:109–17, May 1921.

1071. **Lemon, A. C.** Training teachers for leadership—The responsibility of the higher institutions of learning. Inter-mountain educator, 16:40–44, June 1921.

America's great need is for leadership in things worth while.

1072. **Lietzmann, W.** Fachwissenschaftliche didaktik an der universität. Monatschrift für höhere schulen, 20:155–61, May–June 1921.

1073. **Roberts, Mary M.** Student life at Teachers college. American journal of nursing, 21:782–86, August 1921.

Student life and activities at Teachers college, Columbia university, New York City.

1074. **Wright, Frank L.** The training school. Greeley, Col., State teachers college, 1921. 80p. 12°. (Colorado state teachers college bulletin, ser. xxi, June, 1921, no. 3)

Section six of the Educational survey of Colorado State teachers college.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

1075. **Beals, E. E.** Men teachers leaving profession for reasons other than financial; some rarely discussed factors which are forcing men out of the teaching profession. American school board journal, 63:39–40, August 1921.

Names considerations of tenure, promotion, and prestige and influence of position as factors which deter men from entering the teaching profession.

1076. **Knight, Frederic B.** *and* **Franzen, Raymond H.** Personnel management of the teaching staff. American school board journal, 63:36–37, July; 43–45, August 1921.

1077. **Luckey, G. W. A.** The sabbatical year or leave of absence of teachers in service for study and travel. School and society, 14:115–20, September 3, 1921.

1078. **National education association. Committee on tenure.** Teachers' tenure. School and society, 14:129–36, September 3, 1921.

Report of the Committee on tenure presented at the meeting of the National education association, Des Moines, Ia., July, 1921, by Miss Charl O. Williams, chairman.

1079. **Ortman, E. J.** Teacher councils. Chicago schools journal, 3:261–66, May 1921.

What the organization is and what it attempts to do.

1080. Teaching versus business. By a college professor. North American review, 214:21–33, July 1921.

Discusses the advantages of the teaching profession.

HIGHER EDUCATION.

1081. **Association of land-grant colleges.** Proceedings of the 34th annual convention, held at Springfield, Mass., October 19–22, 1920. Burlington, Vt., Free press printing company, 1921. 300p. 8°. (J. L. Hills, secretary, University of Vermont, Burlington, Vt.)

Contains: 1. Samuel Avery: Our present college problems, p. 21–28. 2. W. W. Charters: Improvement of college training, p. 28–30. 3. E. T. Meredith: Cooperative relations in agricultural development, p. 32–39. 4. A. C. True: Committee report on improvement of college teaching in vocational subjects, p. 67–79. 5. R. L. Watts: What can be done to improve the teaching methods of the present staff? p. 79–84. 6. E. W. Allen: Effects of the war on research in agriculture, p. 91–96. 7. L. S. Hawkins: Training teachers of vocational agriculture through the land-grant colleges, p. 159–62. 8. A. R. Mann: The opportunity of the land-grant college in the preparation of teachers of vocational and secondary agriculture, p. 162–66. 9. J. M. D. Bell: Cooperation with industries by the Massachusetts institute of technology, p. 167–72. 10. D. S. Kimball: Industrial problems and engineering education, p. 197–202. 11. A. A. Potter: Administration of engineering divisions at land-grant institutions, p. 212–15. 12. Anna E. Richardson: Home-making teachers—training courses, p. 268–74.

1082. **Andrews, M. B.** How to work your way through college. Greensboro, North Carolina, [J. J. Stone & co.] 1921. 63p. 8°.

1083. **Angell, James Rowland.** The inaugural address of the president of Yale university, June 22, 1921. Yale alumni weekly, 30:1087–89, July 8, 1921.
Also in part in School and society, 14:1–5, July 2, 1921.

1084. **Chamberlin, Thomas C.** Letter from Professor Chamberlin on faculty participation in university government. School and society, 13:691–94, June 18, 1921.

1085. **Conference on methods of college standardization.** Addresses at a conference called jointly by the National conference committee on standards of colleges and secondary schools and the American council on education, held at Washington, D. C., May 6, 1921. Educational record, 2:81–122, July 1921.
Contains: 1. Clyde Furst: Standards in education, p. 85–91. 2. K. C. Babcock: The present standards of voluntary associations, p. 92–99. 3. G. F. Zook: Present standards of state departments of education and state universities, p. 100–3. 4. E. A. Pace: Present standards of the Catholic educational association, p. 104–6. 5. R. L. Kelly: Present standards of Protestant church boards of education, p. 107–13. 6. J. H. Kirkland: Objectives of standardization of higher institutions, p. 116–22.

1086. **Cunliffe, John W.** A union of universities. Forum, 66:42–47, July 1921.
Discusses the aims and activities of the American university union in Europe and the American council on education.

1087. **Hart, Walter M.** The spirit of scholarship. University of California chronicle, 23:237–50, July 1921.
Says that our universities are the great creators and custodians of the spirit of scholarship. Work of the University of California.

1088. **Institute of international education.** Educational facilities in the United States for South African students. Prepared by the Federation of South African students in America. Issued by the Institute. New York, 1921. 23p. double map. 8°. (*Its* Bulletin no. 4. Second series)

1089. ———. Guide book for foreign students in the United States. New York, July 1, 1921. 97p. fold. charts. 8°. (*Its* Bulletin no. 5. Second series)
A concise presentation of the information required by foreign students on the general organization of education in the United States, on undergraduate and graduate work in colleges and universities, on professional education, women's colleges, college life and living conditions, etc. The pamphlet also contains a sketch of the principal foreign student organizations, and a tabular summary of foreign students in the United States.

1090. **Kellogg, Vernon.** The university and research. Science, n. s. 54:19–23, July 8, 1921.
Says that research work and teaching are inseparable from, and indispensable to, each other in a real university.

1091. **Massachusetts agricultural college.** Massachusetts agricultural college in the war. Amherst, Mass., Massachusetts agricultural college, 1921. 203p. front., plates. 8°.

1092. **Merrill, W. A.** The government of universities. University of California chronicle, 23:343–54, July 1921.
Shows the evolution of college and university government in the United States.

1093. **Miller, Dickinson S.** The great college illusion. New republic, 27:101–5, June 22, 1921.
Says that the great college illusion is "the faith that the accumulation of buildings, 'courses,' degrees, and students characteristic of the last 50 years is a progress in education." Criticises college methods and systems.

1094. **Murchison, Carl.** College men behind prison walls. School and society, 13:633–40, June 4, 1921.

Two per cent of the desperate criminals in three large states are college-trained individuals.

1095. **Payne, A. F.** Merits and defects of present practices of cooperation between universities and industry. School and society, 13:607–13, May 28, 1921.

The close cooperation which exists between the university and agriculture and the other fields of human endeavor is lacking in the relations between universities and industry. A scheme of cooperation is formulated.

1096. **Powell, B. E.** The alarming bigness of our universities. School and society, 13:654–57, June 11, 1921.

The writer calls attention to the difficulties which beset universities and colleges and the evils which have grown up along with them.

1097. **Riggs, Edward G.** Radicalism in our colleges. Forum, 66:197–209, September 1921.

To offset the teachings of the propagandists of radicalism in our colleges, the writer suggests that we should have from the outside world public speakers and writers to contradict by counter-proof the type of speaker now infesting some of the institutions of higher education.

1098. **Thompson, W. O.** The college graduate in modern life. Indiana alumni quarterly, 8:269–85, July 1921.

Commencement address at Indiana university, June, 1921.

Discusses education in general; the college as a center of loyalty to the nation; influence of college graduates in the world of affairs.

1099. **Tufts, James H.** Dr. Angell, the new president of Yale. World's work, 42:387–400, August 1921.

An appreciation of the life and labors of Dr. Angell. Illustrated.

SCHOOL ADMINISTRATION.

1100. **Iowa. Department of public instruction.** Summary of standards and equipment for approved graded and high schools. Better American schools for American children. Rev. by F. A. Welch. Des Moines, State of Iowa, 1921. 61p. 8°.

1101. **Jones, R. W.** School revenues: sources, distribution, limitations. American school board journal, 63:38–41, 123, July 1921.

1102. **Miller, William T.** The danger in novelties. American school board journal, 62:32, 119, June 1921.

Writer advises that novelties be introduced gradually in schools selected to give as many different types of experience as possible.

1103. **Pratt, O. C.** The problem of school finance. Elementary school journal, 21:744–54, June 1921.

1104. **Scholz, Paul H.** The school budget. American school board journal, 63:49–50, 121, August; 38–39, September 1921.

SCHOOL MANAGEMENT.

1105. **McClure, Worth.** Professionalizing the principalship. Elementary school journal, 21:735–43, June 1921.

Paper presents evidence that the present tendency is toward professional ideals and standards.

SCHOOL BUILDINGS AND GROUNDS.

1106. **Burgess, W. R.** Building costs in 1921. American school board journal, 62:37–38, June 1921.

It is the belief of the writer that the general level of building costs has not yet reached its lowest point.

1107. **California. University. Department of education.** A school building survey and schoolhousing program for Napa, California. Directed by Frank W. Hart. [Berkeley, University of California press, 1921] 64p. tables, charts, map. 8°. (University of California. Department of education. Bureau of research in education. Study no. 2, April 1, 1921)

Presents the facts as to the condition of the Napa school plant at the present time, the immediate need for additional school accommodations, a plan for meeting these needs, a program for future needs, a study of the cost involved, and the community's ability to meet it.

1108. **Morrow, Irving F.** The new high school at Salinas. Architect and engineer (San Francisco) 66:47–58, July 1921.

A description of the new school building at Salinas, Calif., accompanied by plates and plans.

SCHOOL HYGIENE AND SANITATION.

1109. **Blanton, Smiley.** The medical significance of the disorders of speech. Journal of the American medical association, 77:373–77, July 30, 1921.

Among other things emphasizes stuttering and its cure; stuttering among soldier group and school children.

1110. **Dana, Harold W.** Myocardial lesions in school children. Boston medical and surgical journal, 185:228–31, August 25, 1921.

Study based on an examination of public school children in Massachusetts. Says that proof of myocardial insufficiency is often to be found in supposed healthy children.

1111. **Dickson, Frank D.** The effect of posture on the health of the child. Journal of the American medical association, 77:760–63, September 3, 1921.

1112. **Gebhart, John C.** Defective nutrition and physical retardation. Pedagogical seminary, 28:147–55, June 1921.

Describes the work of the New York association for improving the condition of the poor, whose committee on the welfare of school children made an intensive study of defective nutrition in 1907. Work of Child health association and other agencies.

1113. **Halsey, Robert H.** Heart disease in children of school age. Journal of the American medical association, 77:672–74, August 27, 1921.

Presents results noted in classes of cardiac pupils segregated at a public school in New York City.

1114. **Harris, Louis I.** Minimum health standards in schools. Nation's health, 3:477–79, August 1921.

"Specific public health problems," says the writer, "are bound up with school hygiene because of the large proportion of the ill health of the community which is found among children of school age." Presents an outline of minimum sanitary standards for the protection of school children and teachers.

1115. **Hays, Harold M.** Needed measures for the prevention of deafness during early life. Journal of the American medical association, 77:263–67, July 23, 1921.

Advocates more careful treatment and testing of children's ears. Emphasizes the education of parents, teachers, and physicians as to the factors which cause deafness.

1116. **Horwitz, Alexander E.** Educational needs of the crippled child. Nation's health, 3:472–74, August 1921.

Describes the work of the Massachusetts hospital school, the Minnesota state hospital, Nebraska orthopedic hospital, and New York state hospital in giving scholastic and shop instruction to crippled children.

1117. **Howe, William A.** School medical inspection in New York state. [Albany, 1921] cover-title, p. 181–191. 8°.

Read before the Medical society of the county of Albany, 1921.
Reprinted from Albany medical annals, June 1921.

1118. **Turner, C. E.** Health teaching and the school health program. American journal of public health, 11:717–20, August 1921.

SEX HYGIENE.

1119. **Kefauver, Christine R.** Sex education of the child: how the nurse may help. American journal of nursing, 21:779–82, August 1921.

PHYSICAL TRAINING.

1120. **Holmes, P. K.** Sanity as related to athletics. Educational review, 62:55–63, June 1921.

Discusses the danger of overtraining, the fostering of various forms of professionalism, etc. Deprecates the dominance of alumni and student control of athletics.

PLAY AND RECREATION.

1121. **Batchelor, W. C.** The educational significance of recreative activity. American physical education review, 26:222–28, May 1921.

Given before the New century club, February 8, 1921.

Recreative activity is not only a "vital factor in any educational system but the very foundation and essence of education itself."

SOCIAL ASPECTS OF EDUCATION.

1122. **Carothers, W. H.** The money value of education. Teaching, 5:16–21, April 1921.

Education has practical, financial value.

1123. **Jarrett, Mary C.** The educational value of psychiatric social work. Mental hygiene, 5:509–18, July 1921.

Says that the two great opportunities for preventive social work are in the school and in industry. Discusses social service through visiting teachers, who are trained in psychiatric work.

CHILD WELFARE.

1124. **Clopper, Edward N.** Child welfare in Tennessee; an inquiry by the National child labor committee for the Tennessee child welfare commission. [Nashville, Printing department. Tennessee industrial school, 1920] 616 p. 8°.

CONTENTS.—Introduction, E. N. Clopper.—The child and the state, W. H. Swift.—Health, H. H. Mitchell.—Schools, Gertrude H. Folks.—Recreation, R. G. Fuller.—Rural life, C. E. Gibbons.—Child labor, Mrs. Mary H. Mitchell.—Juvenile courts, Mabel B. Ellis.—Mothers' pensions, Mabel B. Ellis.—Institutions, Sara A. Brown.—Home finding, Sara A. Brown.

RELIGIOUS AND CHURCH EDUCATION.

1125. **Cope, Henry Frederick.** The parent and the child: case studies in the problems of parenthood. New York, G. H. Doran company [1921] 184p. 12°.

Aims to be a practical handbook for parents in moral and religious training in the family by applying the "case method" to this subject.

1126. **Dunney, Joseph A.** The parish school; its aims, procedure, and problems. New York, The Macmillan company, 1921. xix, 326p. fold. charts. 12°.

A general survey of the Roman Catholic parochial school—its aims, principles, organization, procedure, and problems.

1127. **Kandel, I. L.** The vitalizing of Jewish education. Menorah journal, 7:84–91, June 1921.

Advocates for the Jewish school a curriculum which makes the living present its starting point and links it with the remote past.

1128. **Kelly, Robert L.** Biblical history and literature as a college entrance requirement. Religious education, 16:199–207, August 1921.

Gives a list of institutions accepting Bible history and literature as entrance credit.

1129. **Kepley, Charles Everett.** The rural Sunday school. Columbia, S. C., University of South Carolina, 1921. 51 p. 8°. (Bulletin of the University of South Carolina. no. 99, June 1921)

Gives the general principles for the organization and operation of rural Sunday schools.

1130. **Kirsch, Felix M.** The future of the small college. Catholic educational review, 19:431–45, September 1921.

Paper read at the 18th annual meeting of the Catholic educational association, held at Cincinnati, Ohio, July, 1921.

1131. **McClure, Haven.** The contents of the New Testament; an introductory course. New York, The Macmillan company, 1921. 219p. 12°.

This book is the outcome of a number of years' classroom experience in teaching the New Testament as an elective English course in a public high school of over 500 students. It analyzes the contents of each New Testament writing by applying present-day methods of literary and historical research in a manner intelligible to the younger mind and to the general reader.

1132. **Richards, George Warren.** The function of the Christian college. Educational review, 62:116–26, September 1921.

Holds that a Christian college is true to its name when it deliberately aims to give its students the Christian ideal of life and to inspire in them the resolute purpose to practice it in all individual and social relations.

1133. **Ryan, James H.,** *comp.* Directory of Catholic colleges and schools. Washington, D. C., National Catholic welfare council, Bureau of education, 1921. 980, xxx p. 8°.

A list of Catholic educational institutions in the United States, with names of officers and statistics.

MANUAL AND VOCATIONAL TRAINING.

1134. **Aurner, Clarence Ray.** Mechanics' institutions. Iowa journal of history and politics, 19:389–413, July 1921.

Recalls the efforts made a century ago to graft scientific and cultural studies upon mechanical training, by establishing mechanics' institutions.

1135. **California. State board of education.** Documents relating to vocational education. Sacramento, California state printing office, 1921. 84p. 8°. (*Its* Bulletin no. 23–A. Fiscal year 1921–22)

CONTENTS.—I. General information relating to the administration of vocational education in California.—II. General regulations of the State board of education for the establishment and maintenance of federal and state aided vocational education in the public intermediate and secondary schools of California.—III. Requirements for teachers of vocational subjects under the provisions of the federal and state vocational education acts.—IV. Plan for the supervision of vocational courses in agriculture.—V. Plan for the training of vocational teachers.

1136. **Canada. Department of labour.** Proceedings of the first national conference on technical education Canada, Ottawa, October 25–26 1920. Issued by the director of technical education, Department of labour, Canada. Ottawa, T. Mulvey, printer to the King's Most Excellent Majesty, 1921. 76p. 8°. (Bulletin no. 1. Vocational education series)

1137. **Douglas, Paul H.** American apprenticeship and industrial education. New York, Columbia university; London, P. S. King & Son, ltd., 1921. 348p. 8°. Studies in history, economics and public law. vol. xcv, no. 2. Whole no. 216.)

1138. **MacDonald, D. J.** Part-time classes in industrial education. Educational review, 62:1–9, June 1921.

Discusses the standard method of securing suitable subject matter for the classes. Writer says that certain definite questions must be faced, viz: (1) What is meant by suitable subject matter? (2) What are the objectives aimed at in part-time classes? and (3) What are the chief factors that must be reckoned with, in trying to attain the stated objectives?

1139. **Winslow, L. L.** A constructive plan for the organization and administration of junior high school courses in industrial arts for boys. Industrial-arts magazine, 10:243–47, July 1921.

It is desirable to include in all junior high school courses as much experience of prevocational worth as possible. These schools should assist the pupils in selecting an occupation.

VOCATIONAL GUIDANCE.

1140. **Brewer, John M.** The aims and methods of vocational guidance. Educational review, 62:10–21, June 1921.

Approves the study of the actual opportunities in and problems of the occupational world. Says that the best way to accomplish this is to organize definitely a class for the study of occupations.

1141. ——— Practical arts for vocational guidance in the junior high school. Manual training magazine, 23:69–72, September 1921.

1142. **Jacobs, Charles L.** Bibliography on vocational guidance; a selected list of vocational guidance references for teachers. Washington, D. C., Federal board for vocational education, 1921. 35 p. 8°. (Bulletin no. 66. Trade and industrial series no. 19. June, 1921)

Many of the titles in this list are fully annotated.

1143. **Jones, Arthur J.** Vocational guidance and education. Educational review, 62:10–21, June 1921.

Discusses the value of vocational guidance, but criticises the extravagant claims made for it.

1144. **Leigh, Mildred B.** Vocational guidance for college women. Educational review, 62:34–45, June 1921.

Describes the work of the various college alumnae in securing employment for college graduates. Emphasizes the importance of the work.

HOME ECONOMICS.

1145. **Davenport, Eugene.** Home economics at Illinois. Journal of home economics, 13:337–41, August 1921.

"Presented at the Recognition service in honor of Professor Isabel Bevier, May 26, 1921."

1146. **Denny, Grace.** Practical teaching of textiles in high schools. Journal of home economics, 13:342–45, August 1921.

"Methods and teaching agencies": p. 345.

1147. **Snedden, David.** Household arts for junior high schools. Journal of home economics, 13:289–96, July 1921.

Address delivered before the Household arts section of the Eastern arts association, Baltimore, March, 1921.

COMMERCIAL EDUCATION.

1148. **National foreign trade convention.** Group one. Commercial education for foreign trade. *In* Official report of the eighth National foreign trade convention, held at Cleveland, Ohio, May 4–7, 1921. New York, 1921. p. 47–78. (O. K. Davis, secretary, National foreign trade council, New York, N. Y.)

Contains: 1. J. A. De Haas: Fundamentals in foreign trade education, p. 47–56. 2. W. S. Tower: Means of getting an international viewpoint in foreign trade education, p. 57–63. 3. Discussion, p. 64–78.

1149. **Training for a new profession.** Current affairs (Boston, Mass.) 12:3–4; 32, August 1, 1921.

An account of the first school for commercial organization secretaries, held at Northwestern university, Evanston, Ill., July, 1921.

LEGAL EDUCATION.

1150. **Reed, Alfred Zantzinger.** Training for the public profession of the law. Historical development and principal contemporary problems of legal education in the United States, with some account of conditions in England and Canada. New York city, 522 Fifth avenue, 1921. xviii, 498 p. 8°. (Carnegie foundation for the advancement of teaching. Bulletin no. 15)

This report presents not merely a criticism of the existing law schools, and of present day tendencies in the professional training of lawyers, but it describes the history and progress of American legal education. It undertakes to make clear the relation of the bar and of the bar examinations to legal education. The present volume is to be followed by one dealing with the contemporary situation in greater detail.

MEDICAL EDUCATION.

1151. **Foote, John.** How to meet examination problems. Trained nurse and hospital review, 67:205–9, September 1921.

1152. **Hamilton, Arthur S.** Graduate training in nervous and mental diseases. Journal of the American medical association, 77:559–62, August 27, 1921.

Advocates a properly standardized course of study for those who desire to fit themselves for a career in neuropsychiatry. Outlines such a course.

1153. **Karsner, Howard T.** "Progressive education" in the teaching of pathology. Science, n. s., 54:81–84, July 29, 1921.

Emphasizes the value of the informal recitation as permitting a better evaluation of the ability of the individual student than is possible with the more formal and more autocratic recitation conducted by the teacher.

1154. Medical education in the United States. Journal of the American medical association, 77:527–56, August 13, 1921.

Review of education for 1921 by the Council on medical education and hospitals. Gives statistics of medical colleges in the United States and Canada; distribution of students by states; entrance requirements, etc.

1155. **Muller, George P.** Graduate instruction in surgery. Journal of the American medical association, 77:503–6, August 13, 1921.

Suggests that the medical schools of the universities affiliate with high-class hospitals. Discusses the work of the Committee on postgraduate instruction in surgery.

1156. **National league of nursing education. Committee on education.** Preliminary report on university schools of nursing. American journal of nursing, 21:799, August 1921.

Gives summary of courses in a few existing university schools. Continued from July number p. 716.

CIVIC EDUCATION.

1157. **Boas, Ralph Philip,** *ed.* Youth and the new world. Essays from the Atlantic monthly. Boston, The Atlantic monthly press [1921] viii, 320 p. 12°.

Stimulating essays for young people on the relation of youth's new time to the experience of age; education; the spirit of America; Americanization; women and the state; the problem of international organization; and, finally, the importance of spiritual values.

1158. **Christophelsmeier, Carl.** Citizenship and the schools. South Dakota educator, 34:16–19, 34–39, June 1921.

Article deals not so much with the elementary aspect of citizenship, which is a matter of birth or naturalization, as with the question of good citizenship, which is a matter of education.

1159. **Hart, Joseph K.** Social science in the schools. Survey, 46:591–92, August 16, 1921.

Says that while almost all schools are reputed as giving civics courses of some sort, less than 50 per cent are giving courses of a modern, positive, constructive sort. Discusses data collected by the National committee for teaching citizenship.

1160. **Jelliffe, Ella K.** America's making. Education, 42:21–26, September 1921.

An outline of work in the public schools in preparation for the festival and exhibit called "America's making," to be presented by societies, schools, churches, libraries, museums, and citizens of New York, during October, 1921, under the auspices of the state and city departments of education.

1161. **New York State Legislature.** Revolutionary radicalism: its history, purpose, and tactics, with an exposition and discussion of the steps being taken and required to curb it: being the report of the Joint legislative committee investigating seditious activities, filed April 24, 1920, in the Senate of the state of New York. Albany, J. B. Lyon company, printers, 1920. 4 v. plates. 8°.

Vols. I and II deal with subversive movements; Vols. III and IV take up constructive measures, and are mainly devoted to Educational training for citizenship, both in New York and in other states of the Union.

AMERICANIZATION.

1162. **Akron, Ohio. Board of education.** Akron public schools, 1920–1921. Department of Americanization. Annual report. [31] p. illus. 8°.

Bibliography: p. [28–31].

1163. **Clark, E. Everett.** The Akron plan. Survey, 46:518–19, July 16, 1921.
Describes the Americanization work in Akron, Ohio, which is supported, controlled, and directed by the Board of education of the city.

1164. **Hart, Helen.** State programs of immigrant education. Survey, 46:516–18, July 16, 1921.
Outlines the state programs of Massachusetts and New York. Gives typical programs.

1165. **Jordan, Riverda Harding.** Nationality and school progress; a study in Americanization. Bloomington, Ill., Public school publishing company [1921] 105 p. tables. 12°. (School and home education monographs, no. 4.)
Thesis (Ph. D.)—University of Minnesota, 1921.
This investigation of school children with reference to nationality and progress was made in various public schools of Minneapolis and St. Paul which were selected as representative of social groups in these cities. The conclusions are a contribution toward the information now available for the determination of the influence of nationality on school progress. There are not yet available instruments for measuring school progress so well designed and standardized as to detect the exact effects of nationality, apart from other factors involved.

1166. **Rosenstein, David.** Contributions of education to ethnic fusion in America. School and society, 13:673–82, June 18, 1921.
A comment on Julius Drachsler's Democracy and Assimilation.

1167. **Weber, Joseph J.** A little island of foreigners. Survey, 46:548–50, August 1, 1921.
Describes a group of Russian immigrants settled in North Dakota; their schools, etc. Americanization work among them.

EDUCATION OF SERVICE MEN.

1168. **Knappen, Theodore M.** The army as a school. American review of reviews. 63:627–35, June 1921.
The army as a school for social, scientific and vocational education. Describes its effective vocational training.

EDUCATION OF WOMEN.

1169. **Austin, Mary.** American women and the intellectual life. Bookman, 53: 481–85, August 1921.

1170. **Chaubal, M. B.** The aims of the Women's university. Indian review, 22: 443–44, July 1921.
Part of the convocation address of the chancellor of the Indian women's university, June 19, 1921, showing what has been accomplished by the university during the five years of its existence. The institution provides for the higher education of women through the Indian vernaculars.

1171. **Mann, Kristine.** Hygiene in the woman's college. Educational review, 62: 46–57, June 1921.

1172. **Shuler, Marjorie.** Teaching women politics. American review of reviews, 64:274–77, September 1921.
Tells of numerous schools of citizenship for women established at various colleges and universities and elsewhere, with particular attention to the citizenship school for women to be conducted at Yale university, during the week of October 24, 1921.

1173. **Woodward, Elizabeth A.** Educational opportunities for women from other lands. With a chapter on legislation affecting women by Esther Everett Lape. [Albany, The University, 1920.] cover-title, 35 p. front, plates. 8°. (University of the state of New York bulletin no. 718, Sept. 15, 1920.)
"Bibliography" 33–35.

NEGRO EDUCATION.

1174. **Moroney, T. B.** The Americanization of the Negro. Catholic world, 113: 577–84, August 1921.
Shows the work that the Catholics have been and are doing for the education of Negroes.

1175. Negro education in North Carolina. School and society, 14:53, July 30, 1921.
The State department of education of North Carolina has created a division of Negro education, with an enlarged staff of white and colored assistants.

1176. **Ransom, Reverdy C.** Educational problems. Southern workman, 50: 417–20, September 1921.
Excerpts from an address before a union meeting of preachers, farmers, and teachers in conference week at Hampton institute, June 1921.

EDUCATION OF DEAF.

1177. **Panconcelli-Calzia, G.** What experimental phonetics has accomplished for the instruction of the hard of hearing and the deaf. Volta review, 23: 417–22, September 1921.

Describes the work in applied experimental phonetics of German investigators. Studies in the phonetic laboratory of the University of Hamburg, etc.

1178. **Thompson, Iza.** The sensitive flame of the Bunsen burner as an aid to voice production and speech for the congenitally deaf child. Volta review, 23: 397–99, September 1921.

EXCEPTIONAL CHILDREN.

1179. **Barrows, Franklin W.** The relation of physical examinations to public school special classes. Utica, N. Y., State hospitals press, 1921. 6p. 8°.

Reprinted from the State hospital quarterly, February 1921.

1180. **Shrubsall, F. C.** The ascertainment of mental deficiency. School hygiene (London) 12:115–37, August 1921.

Delivered at the Conference of the school medical officers of Scotland in Edinburgh, April 7, 1921.

EDUCATION EXTENSION.

1181. **Bazeley, E. T.** Two experiments in voluntary continuation schools. Journal of experimental pedagogy (London) 6:82–89, June 1921.

Describes the cooperation between English business houses and training college. Second paper.

LIBRARIES AND READING.

1182. County libraries of California. Survey, 46:520–21, July 16, 1921.

1183. **Harris, Muriel.** On reading aloud. North American review, 214:345–51, September 1921.

Writer says that nineteenth century scholarship, which has no mean roll of names, read aloud with zest. Reading aloud has fallen away at present, because it is at a disadvantage in competition with the quicker methods of the cinematograph, of nature-study, and of reading alone.

1184. **Miller, Zana K.** How to organize a library. Boston, New York [etc.] Library bureau [1921] 40p. illus. 12°.

1185. **Skinner, Margaret M.** The use of recent literature in the high school. Publishers' weekly, 100:171–80, July 23, 1921.

Paper delivered at the meeting of the National education association at Des Moines, Iowa, July 16, 1921.

1186. **Tryon, R. M.** The history library and its use in one hundred public high schools in Illinois. School and home education, 40:161–66, May–June 1921.

Some guiding principles for the upbuilding of high school history libraries should be decided upon, such as, i. e., to work on the principle of a well-balanced classified library, and the selection of a dozen books in each field of history taught.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1187. Educational survey of the University of Arkansas; summary of conclusions and recommendations. Washington, 1921. 43p.

A digest of the report of a survey of the University of Arkansas, made at the request of the legislative committee in charge of the survey, under the direction of the United States Commissioner of education.

1188. Educational work of the commercial museum of Philadelphia; by Charles R. Toothaker. Washington, 1921. 28p. 12 plates. (Bulletin, 1920, no. 13)

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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1921, No. 30

SALARIES OF ADMINISTRATIVE OFFICERS AND THEIR ASSISTANTS IN SCHOOL SYSTEMS OF CITIES OF 25,000 INHABITANTS OR MORE

By

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WASHINGTON
GOVERNMENT PRINTING OFFICE
1922